

Level I course sequence Goals/Objectives (what the program will do):

- Introduce students to fieldwork experiences in practice settings with children, adults and older adults.
 - Expose students to three, semester-long, Level I experiences in settings where occupational therapy does or could occur.
 - Provide students with the opportunity to understand the laws, regulations, reimbursement factors and policies impacting practice in a variety of settings (in setting and in seminar)
 - Foster opportunities to compare and contrast the occupational needs of children, adults and older adults.
- Familiarize students with barriers to occupational participation across the life course
 - Provide hands-on experiences with populations across the life course to support participation in required and/or desired occupations.
 - Provide experiences with standardized and non-standardized assessments used in fieldwork for evaluating occupational performance.
 - Utilize the three Level I experiences to help students understand the impact of environment and context on participation in occupation.
- Provide experiences in widespread settings within the communities where people live, work and play.
 - Opportunities for fieldwork experiences exist in the following settings: (list settings)
 - The Academic Fieldwork Coordinator will ensure that students are placed in three different settings to expose students to places where people live, work and play.
 - Students will be placed in a minimum of one fieldwork setting in which occupational therapists are not employed to examine unique arenas where OT's may not work but could provide beneficial resources.
- Support students in applying knowledge and skills obtained from available evidence and coursework.
 - The fieldwork experience will include time in the field and in seminar on a weekly basis. Once a student begins their fieldwork experience, they will attend weekly until the final exam period.
 - The course instructor will use the context-specific clinical reasoning model to frame the dialogue in seminar.

Student Learning Outcomes for the Level I Fieldwork Course Sequence

Our Level I fieldwork program is designed to enrich the classroom experience and to introduce students to three different areas of practice across the life course. In line with our curriculum design, student learning is scaffolded throughout their occupational therapy education, including Level I fieldwork. Powerful changes occur from the time students begin their first fieldwork and complete their final fieldwork experience. As students gain knowledge and experience in the

field and classroom, their ability to integrate learning, seek and analyze information, think creatively and critically, and problem solve from an occupational therapy perspective deepen and solidify. The learning outcomes identified below reflect what we expect for our Level I students at the culmination of all three fieldwork experiences.

Integration of Learning:

1. Students apply skills, abilities, models of practice/frames of reference gained across experiences both in the classroom and the field to new situations to solve problems or explore issues related to clients' participation in occupation.
2. Students envision a future self as an occupational therapist that builds on past experiences that have occurred across the curriculum.

Creative Thinking:

1. Having selected from among alternatives, students develop a logical plan to address occupational performance issues.
2. Students experiment with creating a novel or unique occupation-based treatment idea.
3. Students synthesize ideas related to the practice context, occupational profile and assessment process to develop occupation-based interventions.

Inquiry and Analysis:

1. Students will find and discuss relevant sources of evidence related to the populations encountered in their fieldwork settings.

Problem Solving:

1. Students begin to demonstrate the ability to construct a problem statement with evidence of the most relevant contextual factors as it relates to occupational performance.
2. Students identify occupation-based approaches that support participation in desired or required occupations.
3. Students evaluate the effectiveness of interventions observed in Level I fieldwork and hypothesize other solutions.

Critical Thinking:

1. Students take information from sources (client, team, family, environment, context, classroom) with enough interpretation/evaluation to develop a coherent analysis or synthesis.
2. When drawing conclusions, students take in to account the complexities of an issue and acknowledge the clients point of view, the fieldwork educator's perspective, the role of OT in the setting, and their own level of knowledge.